

**College of Education
Valdosta State University
Department of Curriculum, Leadership, and Technology**

**ITED 8200 Section IA
Instructional Design for Training and Education
Three (3) Semester Hours
Online via WebCT Vista**

Required Textbooks

Brown, A., & Greene, T.D. (2006). *The essentials of instructional design*. Upper Saddle River, N.J.: Pearson.

Course Description

Application of systematic design principles to address an identified need in a training or education context. This course includes problem identification, message design, instructional strategies, and learner characteristics.

Required Technology

This course will require you to have equipment and skills allowing ready and constant access to a computer with Internet connection to the WWW. You must also have an e-mail account which you check regularly, the ability to attach and open documents readable in MS-Word (readable in 2003 version), access to Adobe Acrobat (5.0 or higher) and access to a fax machine. These individual requirements are not fulfilled by Valdosta State University, but must be supplied by you at your home (preferable) or workplace.

College of Education Conceptual Framework Standards (CFS)

- I. **CONTENT AND CURRICULUM:** Teachers demonstrate a strong content knowledge of content area(s) and appropriate for their certification levels.
- II. **KNOWLEDGE OF STUDENTS AND THEIR LEARNING:** Teachers support the intellectual, social, physical, and personal development of all students.
- III. **LEARNING ENVIRONMENTS:** Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- IV. **ASSESSMENT:** Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
- V. **PLANNING AND INSTRUCTION:** Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
- VI. **PROFESSIONALISM:** Teachers recognize, participate in, and contribute to teaching as a profession.

Department of Curriculum, Leadership, and Technology Program Standards

The Department (CLT) recognizes the College of Education Conceptual Framework Standards as a guide to the education of teachers as they seek certification. Curriculum and Instructional Technology Programs serve some students who are teachers, but many students who are media specialists, technology supervisors and general trainers. Only a small proportion of our students seek certification and those students do so in an area that is governed by standards that are published by the American Association of School Librarians (AASL) and approved by NCATE. The departmental programs are designed to align with the standards published by the Association for Educational Communications and Technology (AECT), which are also NCATE approved.

This syllabus contains the AECT standards, upon which the Ed.S. Instructional Technology Program is based.

Association for Educational Communications and Technology (AECT) Domains

Instructional Technology is the theory and practice of the design, development, utilization, management and evaluation of the processes and resources for learning (AECT, 1994).

1. **DESIGN Domain:** Candidates demonstrate the knowledge, skills, and dispositions to design conditions for learning by applying principles, theories and research associated with instructional systems design, message design, instructional strategies and learner characteristics. (CFS I, II, III, IV, V)
2. **DEVELOPMENT Domain:** Candidates demonstrate the knowledge, skills, and dispositions to develop instructional materials and experiences by applying principles, theories and research related to print, audiovisual, computer-based, and integrated technologies. (CFS II, III, V)
3. **UTILIZATION Domain:** Candidates demonstrate the knowledge, skills, and dispositions to use processes and resources for learning by applying principles, theories, and research related to media utilization, diffusion of innovations, implementations, and policy-making. (CFS III, V, VI)
4. **MANAGEMENT Domain:** Candidates demonstrate the knowledge, skills, and dispositions to plan, organize, coordinate, and supervise instructional technology by applying principles, theories, and research related to project, resources, delivery system, and information management. (CFS III, VI)
5. **EVALUATION Domain:** Candidates demonstrate the knowledge, skills, and dispositions to evaluate the adequacy of instruction and learning by applying principles, theories and research related to problem analysis, criterion-referenced measurement, formative and summative evaluation, and long-range planning. (CFS II, IV, V)

Course Objectives

The student will:

- 1) demonstrate clear competence in oral, graphic and written communication and comprehension. (AECT, Design, Development, and Utilization Domains)
- 2) demonstrate competence in organizing, documenting and reflecting upon assigned and self-generated activities. (AECT, Management Domain)
- 3) recognize and adhere to ethical guidelines in instructional design and conduct of formative and summative evaluation. (AECT, Utilization Domain)
- 4) work effectively and efficiently both as a leader and member of a group. (AECT, Management Domain)
- 5) analyze learner characteristics including gender, socioeconomic status, race, ethnicity, age and religion as an input into instructional design. (AECT, Design Domain)
- 6) define and describe the characteristics of the systems approach to the design of instruction. (AECT, Design Domain)
- 7) write an instructional goal meeting the criteria for initiating the development of instructional materials. (AECT, Design and Development Domains)
- 8) classify instructional goals according to domain of instruction or learned capability (e.g., intellectual skill). (AECT, Design Domain)
- 9) analyze an instructional goal in order to identify the major steps required to accomplish it. (AECT, Design Domain)
- 10) conduct a procedural task analysis or a hierarchical task analysis. (AECT, Design Domain)
- 11) describe learners and contextual characteristics of the instructional and performance environments. (AECT, Design Domain)
- 12) write performance objectives that include behaviors, conditions and criteria. (AECT, Design Domain)
- 13) devise assessment items and instruments that measure performance objectives. (AECT, Design and Evaluation Domains)
- 14) identify and describe the major components of an instructional strategy. (AECT, Design Domain)
- 15) develop an instructional strategy for a set of objectives for a particular group of learners. (AECT, Design Domain)
- 16) develop instructional materials based on a specific instructional strategy. (AECT, Design and Utilization Domains)
- 17) develop an appropriate formative evaluation plan and collect data according to the plan. (AECT, Evaluation Domain)
- 18) analyze formative evaluation data and use to revise instructional materials. (AECT, Evaluation Domain)
- 19) contrast formative and summative evaluation by purpose, design and application. (AECT, Evaluation Domain)
- 20) participate and cooperate in group problem-solving and communication of solutions. (AECT, Evaluation Domain)
- 21) apply project management principles including time and resource management to group and individual projects. (AECT, Management Domain)

Course Activities / Assignments / Requirements

A number of course activities are inherent in completion of the processes and products described in the Course Evaluation methods generally described below. (More detailed descriptions of each Course Evaluation can be found on the course website.) These activities include: Reflective Writing (Course objectives 1 and 2); Cooperative Groups (Course objectives 4-17, 19-21); WWW Research (Course objectives 7, 9-12); Review/Revision by Expert, Peer & Self (Course objectives 1-21); Reading/Lecture/Discussion (Course objectives 1-21); Instructional Materials Production and Evaluation (Course objectives 16-18).

Assignment Schedule

All assignments are due on the date listed before 11:59 pm. This schedule is tentative and subject to change.

Due Date	Unit	Reading	Activity	Points
1/13	Unit 1		Activity 1.1	
1/16	Unit 1	Chapter 1	Activity 1.2	5
1/21	Unit 1	Chapters 2 & 3	Activity 1.3	5
1/27	Unit 2	Chapter 5	Activity 2.1	5
2/3	Unit 3	Chapter 6	Activity 3.1	10
2/10	Unit 3		Activity 3.2	
2/17	Unit 4	Chapter 7	Activity 4.1	5
2/24	Unit 5	Chapter 8	Activity 5.1	5
2/26	Process Report #1			5
3/3	Unit 6	Chapters 9 & 10	Activity 6.1	5
3/6	Unit 6		Activity 6.2	
3/13	Unit 7	Chapter 11	Activity 7.1	5
3/26	Unit 8	Chapter 4	Activity 8.1	5
4/7	Unit 9		Activity 9.1	10
4/20	Unit 10		Activity 10.1	15
4/29	Unit 11	Chapter 12	Activity 11.1	10
5/1	Process Report #2			5
5/6	Unit 12		Activity 12.1	5

Course Evaluation

Evaluation Instruments/Methods

A. Instructional Design Project (80%)

Students, in two- or three-member teams, will select a narrow-scope instructional need which can be met through a tutorial. Student teams will develop an instructional goal from the identified need, conduct an instructional analysis, analyze learners and contexts, write performance objectives, develop matching assessments, develop instructional strategies, develop and produce instructional materials, design and conduct formative evaluation, and generate a plan to revise instruction.

B. Discussion Activities (10%)

Students will post reflective responses to questions posed about concepts that support the instructional design process. They will also respond to each others' postings.

C. Process Reports (10%)

Students will prepare process reports that provide a reflective evaluation of team interactions. Process reports will be submitted individually. Specific guidelines will be provided for each report.

Grading Scale

Quality is expected in all products and performances. Given the percentage totals above, final grades will be assigned as follows:

90-100=A 80-89=B 70-79=C 60-69=D Below 60=F

Participation Policy

Students are expected to maintain a regular and frequent presence in the online course, particularly when involved in group projects and online discussions. It is the responsibility of students to make sure that they have adequate equipment and access to maintain this online presence. Because students are being prepared to accept professional duties and responsibilities, attendance decisions are viewed as critical to developing professionalism

Online work is generally conducted asynchronously and does not require students to be online at scheduled times. There may be occasional synchronous class activities, such as chats, that will be scheduled at mutually agreed upon times.

Policy Statement on Plagiarism and Cheating

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available in the on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College of Education Concern Form Policy, “a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee.”
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, “after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee.”

Special Needs Statement

Valdosta State University is an equal opportunity educational institution. It is not the intent of our institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as the Title IX in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

Instructor

Lars Leader, Ph.D.

Curriculum, Leadership, & Technology Department-- Communication Disorders (SLP) Bldg, Room 245

Dept. Phone: (229) 333-5633

Dept. Fax: (229) 259-5094

Email: lfleader@valdosta.edu

Office Hours: Tuesday, Wednesday, Thursday 1:30 to 5:00 pm